INDEX TO VOLUME XXXI

Access to Literacy Programs: Perspectives of African-American Adults. Verna Haskins Denny, 337-342.

Achieving STS Goals Through Experiential Learning. Sharon A. Brusic, 44-51.

Acquisition of Literate Discourse: Bowing Before the Master? Lisa D. Delpit, 296-302.

Adaptation to Minority Status and Impact on School Success. John U. Ogbu, 287-295.

Addressing Science and Technology Issues in the United Kingdom: The SATIS Project. Patrick Fullick, 36-43.

African-American Conceptions of Literacy: A Historical Perspective. Violet J. Harris, 276-286.

Aikenhead, Glen. The Integration of STS Into Science Education, 27-35.

Amanti, Cathy, Neff, Deborah, Gonzalez, Norma, & Moll, Luis C. Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms, 132-141.

Ayers, William. The Shifting Ground of Curriculum Thought and Everyday Practice, 259-263.

Barone, Thomas E. Beyond Theory and Method: A Case of Critical Storytelling, 142-146.

Beyond Theory and Method: A Case of Critical Storytelling. Thomas E. Barone, 142-146.

Bragaw, Donald H. Society, Technology, and Science: Is There Room for Another Imperative? 4-12.

Brieschke, Patricia A. Reparative Praxis: Rethinking the Catastrophe That is Social Science, 173-180.

Britzman, Deborah P. Structures of Feeling in Curriculum and Teaching, 252-258.

Brother, Can You Paradigm? Quantum Mechanics and the First Grade Reading Test. Arthur Salz, 107-115.

Brusic, Sharon A. Achieving STS Goals Through Experiential Learning, 44-51.

Chandler, Susanne. Displaying Our Lives: An Argument Against Displaying Our Theories, 126-131.

Chandler, Susanne. This Issue (Qualitative Issues in Educational Research), 86.

Cheek, Dennis W. Evaluating Learning in STS Education, 64-72.

Collins, Elaine C. Qualitiative Research as Art: Toward a Holistic Process, 181-186.

Contemporary Curriculum Discourse: Too Much Ado About Too Much Nothing. Alex Molnar, 198-203.

Critical Frames in Educational Research: Feminist and Post-structural Perspectives. Patti Lather, 87-99.

Curriculum Discourse and the Question of Empowerment. James G. Henderson, 204-209.

Curriculum Theorizing: Stories from the Ground Up. J. Dan Marshall, Richard C. Streedain, & Paul W. Zavagno, 264-269

De Vore, Paul W. Technological Literacy and Social Purpose, 59-63.

Delpit, Lisa D. Acquisition of Literate Discourse: Bowing Before the Master? 296-302.

Denny, Verna Haskins. Access to Literacy Programs: Perspectives of African-American Adults, 337-342.

Displaying Our Lives: An Argument Against Displaying Our Theories. Susanne Chandler, 126-131.

"Dreamt Into Existence by Others": Curriculum Theory and School Reform. William F. Pinar, 228-235.

Edwards, Patricia A. Involving Parents in Building Reading Instruction for African-American Children, 350-359.

Ethnography in Anthropology and Its Value for Education. Amy Zaharlick, 116-125.

Evaluating Learning in STS Education. Dennis W. Cheek, 64-72.

Exploring Power and Authority Issues in a Collaborative Research Project. Janet L. Miller, 165-172.

Falling Asleep and Failure Among African-American Students: Rethinking Assumptions About Process Teaching. Emilie V. Siddle Walker, 321-327.

Foster, Michele. Sociolinguistics and the African-American Community: Implications for Literacy, 303-311.

Fullick, Patrick. Addressing Science and Technology Issues in the United Kingdom: The SATIS Project, 36-43.

Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. Luis C. Moll, Cathy Amanti, Deborah Neff, & Norma Gonzalez, 132-141.

Gadsden, Vivian L. Giving Meaning to Literacy: Intergenerational Beliefs About Access, 328-336.

Gadsden, Vivian L. This Issue (Literacy and the African-American Learner: The Struggle Between Access and Denial), 274-275.

Gilliom, M. Eugene, Helgeson, Stanley L., & Zuga, Karen F. This Issue (Science-Technology-Society: Opportunities), 2-3.

Giroux, Henry A. Language, Difference, and Curriculum Theory: Beyond the Politics of Clarity, 219-227.

Giving Meaning to Literacy: Intergenerational Beliefs About Access. Vivian L. Gadsden, 328-336.

Gonzalez, Norma, Moll, Luis C., Amanti, Cathy, & Neff, Deborah. Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms, 132-141.

Harris, Violet J. African-American Conceptions of Literacy: A Historical Perspective, 276-286.

Heath, Phillip A. Organizing for STS Teaching and Learning: The Doing of STS, 52-58.

Helgeson, Stanley L., Zuga, Karen F., & Gilliom, M. Eugene. This Issue (Science-Technology-Society: Opportunities), 2-3.
Henderson, James G. Curriculum Discourse and the Question of Empowerment, 204-209.
Inquiry and Urban Classrooms: A Female African-American Teacher in Search of Truth. Michele Jean Sims, 342-349.
Integrating Science-Technology-Society Into Social Studies Education. Gerald W. Marker, 20-26.
Integration of STS Into Science Education, The. Glen Aikenhead, 27-35.
Interaction of Theory With Practice in a Study of Successful Principals, The: An Interpretive Research in Process. John L. Keedy, 157-164.
Interpretive Inquiry: A Practical and Moral Activity. John K. Smith, 100-106.
Involving Parents in Building Reading Instruction for African-American Children. Patricia A. Edwards, 350-359.
Keedy, John L. The Interaction of Theory With Practice in a Study of Successful Principals: An Interpretive Research in Process, 157-164.
Klein, M. Frances. A Perspective on the Gap Between Curriculum Theory and Practice, 191-197.
Ladson-Billings, Gloria. Reading Between the Lines and Beyond the Pages: A Culturally Relevant Approach to Literacy Teaching, 312-320.
Language, Difference, and Curriculum Theory: Beyond the Politics of Clarity. Henry A. Giroux, 219-227.
Lather, Patti. Critical Frames in Educational Research: Feminist and Post-structural Perspectives, 87-99.
Marker, Gerald W. Integrating Science-Technology-Society Into Social Studies Education, 20-26.
Marshall, J. Dan, Streedain, Richard C., & Zavagno, Paul W. Curriculum Theorizing: Stories from the Ground Up, 264-269.
May, Wanda T. What Are the Subjects of STS—Really? 73-83.
Miller, Janet L. Exploring Power and Authority Issues in a Collaborative Research Project, 165-172.
Miller, Janet L. Shifting the Boundaries: Teachers Challenge Contemporary Curriculum Thought, 245-251.
Moll, Luis C., Amanti, Cathy, Neff, Deborah, & Gonzalez, Norma. Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms, 132-141.
Molnar, Alex. Contemporary Curriculum Discourse: Too Much Ado About Too Much Nothing, 198-203.
Neff, Deborah, Gonzalez, Norma, Moll, Luis C., & Amanti, Cathy. Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms, 132-141.
Ogbu, John U. Adaptation to Minority Status and Impact on School Success, 287-295.
Organizing for STS Teaching and Learning: The Doing of STS. Phillip A. Heath, 52-58.
Perspective on the Gap Between Curriculum Theory and Practice, A. M. Frances Klein, 191-197.
Pinar, William F. "Dreamt Into Existence By Others": Curriculum Theory and School Reform, 228-235.
Practitioners Influence Curriculum Theory: Autobiographical Reflections. William H. Schubert, 236-244.
Qualitative Research as Art: Toward a Holistic Process. Elaine C. Collins, 181-186.
Reading Between the Lines and Beyond the Pages: A Culturally Relevant Approach to Literacy Teaching. Gloria Ladson-Billings, 312-320.
Reparative Praxis: Rethinking the Catastrophe That is Social Science. Patricia A. Brieschke, 173-180.
Researching the Other/Searching for Self: Qualitative Research on [Homo]Sexuality in Education. James T. Sears, 147-156.
Responsibility Spiral, The: A Curriculum Framework for STS Education. Leonard J. Waks, 13-19.
Salz, Arthur. Brother, Can You Paradigm? Quantum Mechanics and the First Grade Reading Test, 107-115.
Schubert, William H. Practitioners Influence Curriculum Theory: Autobiographical Reflections, 236-244.
Sears, James T. Researching the Other/Searching for Self: Qualitative Research on [Homo]Sexuality in Education, 147-156.
Sears, James T. The Second Wave of Curriculum Theorizing: Labyrinths, Orthodoxies, and Other Legacies of the Glass Bead Game, 210-218.
Sears, James T. This Issue (Grounding Contemporary Curriculum Thought), 190.
Second Wave of Curriculum Theorizing, The: Labyrinths, Orthodoxies, and Other Legacies of the Glass Bead Game. James T. Sears, 210-218.
Shifting Ground of Curriculum Thought and Everyday Practice, The. William Ayers, 259-263.
Shifting the Boundaries: Teachers Challenge Contemporary Curriculum Thought. Janet L. Miller, 245-251.
Siddle Walker, Emilie V. Falling Asleep and Failure Among African-American Students: Rethinking Assumptions About Process Teaching, 321-327.
Sims, Michele Jean. Inquiry and Urban Classrooms: A Female African-American Teacher in Search of Truth, 342-349.
Smith, John K. Interpretive Inquiry: A Practical and Moral Activity. John K. Smith, 100-106.
Society, Technology, and Science: Is There Room for Another Imperative? Donald H. Bragaw, 4-12.
Sociolinguistics and the African-American Community: Implications for Literacy. Michele Foster, 303-311.

Streedain, Richard C., Zavagno, Paul W., & Marshall, J. Dan. Curriculum Theorizing: Stories from the Ground Up, 264-269.
Structures of Feeling in Curriculum and Teaching. Deborah P. Britzman, 252-258.
Technological Literacy and Social Purpose. Paul W. De Vore, 59-63.
This Issue (Science-Technology-Society: Opportunities). M. Eugene Gilliom, Stanley L. Helgeson, & Karen F. Zuga, 2-3.
This Issue (Qualitative Issues in Educational Research). Susanne Chandler, 86.
This Issue (Grounding Contemporary Curriculum Thought). James T. Sears, 190.
This Issue (Literacy and the African-American Learner: The Struggle Between Access and Denial). Vivian L. Gadsden, 274-275.
Waks, Leonard J. The Responsibility Spiral: A Curriculum Framework for STS Education, 13-19.
What Are the Subjects of STS—Really? Wanda T. May, 73-83.
Zaharlick, Amy. Ethnography in Anthropology and Its Value for Education, 116-125.
Zavagno, Paul W., Marshall, J. Dan, & Streedain, Richard C. Curriculum Theorizing: Stories from the Ground Up, 264-269.
Zuga, Karen F., Gilliom, M. Eugene, & Helgeson, Stanley L. This Issue (Science-Technology-Society: Opportunities), 2-3.

tip